**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2-6 Subtracting Across Zeros Angela Drope – Crescent Elem.**  **The Envision Lesson: Pat Passey – Quail Hollow** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Spiral Review 2-6  Problem of the Day 2-6  How many of you like to eat cookies? How many of you like to make cookies with your mom or dad? What ingredients do you need to make those cookies (list on board)? What happens if you don’t have sugar or flour? Right, you go next door and ask to borrow some. Uh-oh, that neighbor doesn’t have any to loan, now what do you do? YES! Go to the next, next door neighbor. WOW, that neighbor went to Costco and has a lot to share, so on your way back home you leave some with the neighbor who didn’t have any so they too can make cookies. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Regrouping, minuend, subtrahend, difference, digit  Frayer model for vocabulary words  Base 10 blocks to illustrate the problem, and reinforce the vocabulary words  Regroup whenever the top digit (minuend) is smaller than the bottom digit (subtrahend) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Review basic place value with place value blocks with higher level thinking questions about value of each block and exchange value.  Represent a subtracting across zeros problem with place value blocks  (403 – 275 = ? )  Estimate the answer by rounding to the nearest hundred (400 – 300 = 100 )  Show how to regroup if the “next door neighbor” doesn’t have any  by exchanging larger flat for smaller rods, or rods for units | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Draw the problem using blocks, flats, rods, and units to show the exchange in the minuend. Warning: Do not represent the subtrahend with the manipulative, because then it will distort the actual quantity you are starting with. Higher level thinking questions: Why would you need to exchange the blocks to subtract? Why do the flats have to be exchanged for rods?  Use envision Teaching Tool #4, Place Value Charts, to show the same problem using digits in the correct columns | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Solve the same problem using the standard algorithm  Assign Reteaching 2-6 and Practice 2-6. Individual teacher decision to assign the Enrichment 2-6 or use some of the questions for higher level thinking questions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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